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ABSTRACT

Information is presented on policies and administration of professional leave activity in the public two-year and four-year institutions of higher education in Washington State. The survey of a sample of 1979-81 leaves sought information on selection criteria, purposes, and evaluation of accomplishments. Questions provided data on the following: the percentage of those applying for professional leave who are granted leave in an academic year; the official or committee responsible for recommending that an applicant be granted leave and the criteria used; the official responsible for determining that the purposes of the leave were fulfilled; evaluation of the institutional benefits of the leave accomplishments. Responses indicated substantial similarities in the administrative procedures for approving and evaluating professional leaves. There was evidence of a very direct relationship between the purposes of an approved leave and the institutional responsibilities of the faculty member. Responses also indicated a formal review process that is based on tangible documentation of the faculty member's leave. Responses by individual colleges to the question regarding the way the purposes of the leave related to the individual's institutional responsibilities are included. A fiscal 1979 report on professional leave and amending legislation are appended. (SW)

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REPORT No. 80 - 8

PROFESSIONAL LEAVE
Fiscal 1979
FOLLOW-UP REPORT
Washington Public Colleges and Universities

February, 1980

HE 012 385

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COUNCIL FOR POSTSECONDARY EDUCATION

PROFESSIONAL LEAVE

Fiscal 1979

Follow-Up Report

February, 1980

Contact Person:

Jackie M. Johnson

In response to Section 1, Subsection 7 of Chapter 173, Laws of 1977, First Extraordinary Session, the Council for Postsecondary Education has provided two reports on professional leave activity in the public two and four-year institutions of higher education to the Legislature.

The first report, Professional Leave, Fiscal 1978, Washington Public Colleges and Universities, (Report No. 79-2), contains background information, findings, and institutional detail and has appended materials relevant to the legislation, reporting forms, Attorney General opinions, and institutional leave policies. The second annual report by the same title, (Report 80-3), contains information on fiscal 1979 professional leave activity. This report is included as Appendix C.

During the presentation of the second report at the October, 1979 Council meeting, Council members expressed an interest in obtaining additional information on the policies and administration of professional leaves, including selection criteria, purposes, and evaluation of accomplishments. Based on the expressed interest of the Council members, a survey was developed and a statistical sampling of 1979-81 leaves was made. On December 20, 1979, the survey and a letter of explanation was sent to the Presidents of the institutions in the sample. A copy of the survey and letter of transmittal is attached as Appendix A.

The Council staff would like to express their appreciation to the institutions for their cooperation in the conduct of this special study. Their timely and complete responses have allowed the development of a more complete understanding of the administration of professional leave programs.

Part 1 of the survey requested information relative to policies and procedures that would be applicable to all leaves granted by an institution. In addition to summary information, various institutional responses to the questions have been included to accurately convey the policies and procedures employed.

1. *Approximately what percent of those applying for professional leave and granted leave in any academic year?*

The percentages ranged from 25 percent to 100 percent with a notation that one institution had never had more applicants than they were able to grant based on the legislative guidelines of maximum 4 percent of the total FTE faculty and exempt staff. Other noteworthy responses were:

- This percentage varies by college. Each college is allocated a set number of leave quarters according to faculty count in the college. In some colleges, fewer faculty apply for leaves and thus the college is able to grant leaves to all those so requesting. In others, varying percentages of applications for leave are denied because insufficient leave quarters are available to meet the demand in those colleges in any particular year. (University of Washington)

- Most (90%) of the applications are approved. The weeding process occurs before applications are received. Deans refuse to approve some applications because of inadequate planning, too many applicants from one department, failure to secure in writing approval from proposed host institutions. (Washington State University)

- Faculty typically consult with division members, division chairmen, and instructional deans prior to submitting the required proposal. Most proposals that do not conform to institutional objectives are discouraged at that point rather than being rejected after submission of a formal proposal to the Educational Leave Committee. (Highline Community College).

- Frequently applications have been withheld by faculty in deference to an application submitted by a colleague within his department. (Central Washington University).

The percentage of applications approved varies substantially among institutions. However, the variance appears to be heavily dependent on whether or not a less formal process of prior preliminary review exists at the institution.

2. *What institutional official or committee is responsible for recommending that an applicant be granted leave and on what specific criteria is that decision based?*

While the responses all varied in the composition of the committee responsible for screening professional leave proposals, the common thread was the existence of a committee composed of faculty, and in some instances administrators and students, to review and recommend to the President or the Provost. The membership of some of the committees and the criteria by which they conduct the review process is as follows:

- The Professional and Scholarship Leave Committee, comprised of six tenured, full-time members from the faculty, ranks the applications in priority order as to how the proposed professional leave will enhance the faculty's value to the university. The basic criteria used in arriving at this decision is:

  a. Value of project or plan in relationship to the applicant's professional responsibilities at the university;

  b. Ability of applicant to achieve goals of his project or plan as based on past experience and academic background;

  c. Need for new or additional knowledge in subject field to be studied;

  d. Quality of replacement personnel designated to take the responsibilities of the applicant;

  e. Evidence of support (in the form of recommendations and/or financial) from other institutions, foundations, or persons concerned with the proposed plan or project.

Finances determine the cut-off point for number of professional leaves granted. The Vice President for Academic Affairs and the President recommend to the Board of Trustees that the leave be granted; the Board of Trustees makes the final approval. (Central Washington University).

- Sabbatical Leave Committee: Five tenured faculty members appointed by the faculty association president. This committee makes recommendations to the college president, who makes final recommendations to the board of trustees. (Peninsula College).

- A faculty/administrative sabbatical leave committee consisting of four faculty and two administrators. The purpose of the leave is evaluated in the context that the applicant's position holds at the college and how the leave might enhance the individual's performance in that position. (Bellevue Community College).

- Professional Leave Committee (4 faculty chosen by the President from among those who returned from leave in past two years, plus Vice President for Academic Affairs). Evidence from past record that plans would be carried out, plus clear statement of benefits to the University. See attached Handbook (on file at CPE). (Western Washington University).

- The authority to grant leave rests with the Regents of the University upon recommendation by the President. The responsibility for reviewing the merits of the applications and the administrative feasibility of the leave shall be determined by the department chairpersons, deans, and the President in accordance with procedures established by the President. The character of the applicant's plans, their application to teaching or research effectiveness, and the applicant's ability to carry them out are important considerations in the granting of leave. (University of Washington).

- A standing committee of faculty reviews the professional leave applications and makes recommendations to the Provost who then makes final decisions and issues leave appointment letters. The criteria upon which judgments are based are as follows:

  a. Merit of proposed activities and the extent to which these activities will improve the faculty member's professional competence in scholarship at The Evergreen State College.

  b. Extent of the apparent benefits of the proposed activity to The Evergreen State College's curricular offering, academic resources or administrative services.

c. Realism of the proposed activities from such standpoints as adequate funding, outside institutional support, etc.

d. Extent to which the proposed activities are critical to the specific time period proposed.

e. Effect of the faculty member's absence on curricular offering and staffing levels.

f. Nature and extent of the faculty's past service to The Evergreen State College as evidenced by the applicant's portfolio.

Items (a) and (b) are used as major criteria, the remaining items are secondary criteria. (The Evergreen State College).

- Highline has an Educational Leave Committee composed of the Dean of Instruction, five faculty members elected by the faculty-at-large, and one student representative selected by the Student Senate. The committee recommends to the President and procedure requires approval of the Trustees. Criteria are attached.

Priority shall be given as follows:

1. Work or study directly concerned with programs at Highline Community College, planned with College officials, and/or work or study in a formal program directly concerned with the assigned teaching field.

2. Other work or study resulting in professional improvement of the College staff, including acquiring practical experience through employment or other applications of skill and knowledge related to the College assignment.

3. Special consideration should be given to the quality of the proposed project.

4. When professional leave plans are considered equally meritorious, using the criteria above, the Committee can then consider length of service to the College and the number of quarters of professional leave already granted as valid criteria.

5. Faculty members having received a full year's leave within the last six years shall receive a low priority in the Committee's deliberations. (Highline Community College).

- The Faculty Professional Leave Committee recommend candidates to the President of the College. The Board of Trustees has the authority to grant leaves. Specific criteria for the decision is based upon (1) needs of the College, (2) seniority, (3) previous leaves, and (4) the applicant's plans and demonstrated ability to conduct the activities in the leave request successfully. (Tacoma Community College).

3. *What institutional official is responsible for determining that the purposes of the leave were fulfilled?*

Responsibility rests most generally with the President of the institution. In some cases, the trustees, Provost, Vice President for Academic Affairs, Chairmen, Deans, or the Director of Personnel are responsible. At Tacoma Community College, referral for review in case of question is made to the Faculty Professional Leave Committee. Other responses included:

- The Agreement with the faculty union specifies that recipients of leaves report any change in plans to the selection committee. The Board of Trustees reviews all reports submitted by sabbatical recipients upon return. Presumably the Board would seek to alter future Agreements if these reports indicated that the purposes of leaves were unfulfilled. (Shoreline Community College).

- The Assistant Provost for Faculty Development, working in cooperation with the Dean of the appropriate school, reviews the leave report and makes a determination as to the satisfaction of the terms of the leave. (Eastern Washington University).

4. *What official or committee evalutes the institutional benefits of the leave accomplishments?*

Frequently the professional leave committee initially involved in recommending leaves to be granted also is involved in the follow-up evaluation of leaves taken. This review may be in conjunction with administrative evaluation or if the committees are not involved, the evaluation process may rest solely with chief administrative or academic personnel.

5. *During the last five years, has the institution had cause to take disciplinary action due to the purposes of a leave not being fulfilled? If so, describe the circumstances briefly?*

All but one response indicated that no occasion has arisen to require disciplinary action during the last five years.

- In only one case has disciplinary action been taken on a leave. That was a circumstance in which the person granted leave did not return to the institution and therefore the leave salary and benefits are in the process of being recaptured. (The Evergreen State College).

Part 2 of the survey asked a series of questions concerning each specific leave in the sample. The first two questions asked: "Did the individual return to the service of the institution at the completion of leave" and "Were the purposes of the leave fulfilled?" In most cases, the response was affirmative to both of these questions. Exceptions were:

- The leave (in question) was cancelled because the person on leave resigned. (Washington State University).

- A leave without pay was subsequently granted for the year after the expiration of the professional leave. It is expected that the faculty member will return to campus duties in Spring, 1980. (University of Washington).

- He requested, and received official approval for, a leave of absence without pay for academic year 1979-80 to continue his research as a visiting scholar at the Faculty Research Center, College of Business Administration, University of Texas at Austin. He will return to the University in September of 1980, as per the terms of his current leave, at which time he will file a full leave report. (Eastern Washington University).

The responses to the third question ("In what way was the purpose of the leave related to the individual's institutional responsibilities?") indicate how professional leave programs in higher education relate to the role and mission of an institution. The responses also provide insights to the many

and varied ways in which institutions benefit from such programs. Appendix B details the stated purpose of each of the leaves in the sample and the corresponding institutional response to this question.

The final two questions related to the availability of tangible documentation to allow determination that the purposes of the leave were fulfilled, or in the absence of such documentation, the evaluative criteria used to satisfy this determination.

All responses indicated such documentation is on file, or in the case of recently completed leaves, is being prepared according to schedule, and could be made available upon request. It was not the purpose of this study to request and/or attempt to evaluate such documentation, but rather to satisfy the question that tangible evidence of accomplishment is routinely a part of the institution's review and evaluative process. Examples of responses include:

- A written report summarizing work completed during the professional leave and how the new knowledge shall be utilized has been submitted tc the Professional Leave Committee and to the Vice President for Academic Affairs. (Central Washington University).

- The recipient submits a written report and/or evaluation concerning their professional leave activities to the Board of Trustees. This documentation is accessible. (Edmonds/Everett Community Colleges).

- A report summarizing the experience was completed and submitted to the President and the Highline Community College Board of Trustees. The report is available to interested parties. Such reports are required for each funded educational leave and must focus on the achievement of objectives that formed that basis for awarding the leave. (Highline Community College).

- The documentation which we require of all recipients of professional leave is included in the faculty evaluation portfolio which is assemblied as a natural part of our annual evaluation of faculty by academic deans. That documentation is accessible if requested. (The Evergreen State College).

Summary

The Council staff found substantial similarities in the administrative procedures for approving and evaluating professional leaves. There is evidence of a very direct relationship between the purposes of an approved leave and the institutional responsibilities of the faculty member. The survey responses also indicate a formal review process which is based on tangible documentation of the faculty member's leave. The survey results give every indication that the state's professional leave programs are being responsibly administered by our colleges and universities.

APPENDIX A

STATE OF WASHINGTON
Dixy Lee Ray
Governor

COUNCIL FOR POSTSECONDARY EDUCATION
908 E. 5th Avenue, Olympia, Washington 98504

December 20, 1979

Dear President

Report No. 80-3, Professional Leave, Fiscal 1979, was transmitted to the Council for Postsecondary Education Finance Committee at their meeting held October 3, 1979. At that meeting, a discussion of professional leave policies and administration raised several questions including the procedures utilized by the institutions both to determine the applicability of leave time to the individual's field of study and to evaluate the accomplishments relative to the intended purpose of a leave. As a result of the discussion, Council members requested the staff to do a follow-up review of a sample of leaves granted in order to provide the Council with further information on various elements of the leave process.

Based on a suggested sample size of from 10 to 15 percent, the Council staff is requesting information on every eighth leave (12.5 percent total) starting with the University of Washington and following the institutional format as presented in the report. This procedure resulted in the following sample:

Institution	Number of leaves in sample	Specific leave identified by line number
University of Washington	15	8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 112, 120
Washington State University	9	7, 15, 23, 31, 39, 47, 55, 63, 71
Central Washington University	2	2, 10
Eastern Washington University	3	4, 12, 20
The Evergreen State College	1	7
Western Washington University	2	4, 12

Community Colleges	Number of leaves in sample	Specific leave identified by line number
Bellevue	1	1
Clark	1	3
Everett/Edmonds	1	7
Highline	1	4
Peninsula	1	1
Shoreline	1	3
Tacoma	1	1
Total	39	

A two-part questionnaire is attached. Part 1 requests general information concerning the administration of leave programs, and Part 2 seeks specific data on each leave in the sample. We have included the appropriate number of Part 2 pages for your institution.

Your cooperation in returning the completed survey by January 15, 1980 would be greatly appreciated. It is anticipated that a short report on this information will be on the agenda of the February 6 meeting of the Council for Postsecondary Education Finance Committee.

If you have any questions, please do not hesitate to call Jackie Johnson of my staff at SCAN 234-1145.

Sincerely,

Chalmers Gail Norris
Executive Coordinator

CGN:kp
Enclosure
cc:

PART 1

Institution _____

Completed by _____

1. Approximately what percent of those applying for professional leave are granted leave in any academic year?

2. What institutional official or committee is responsible for recommending that an applicant be granted leave and on what specific criteria is that decision based?

3. What institutional official is responsible for determining that the purposes of the leave were fulfilled?

4. What official or committee evaluates the institutional benefits of the leave accomplishments?

5. During the last five years, has the institution had cause to take disciplinary action due to the purposes of a leave not being fulfilled? If so, describe the circumstances briefly.

PART 2

Leave Number ____

Purpose of Leave as Reported to Council:

1. Did the individual return to the service of the institution?

2. Were the purposes of the leave fulfilled?

3. In what way was the purpose of the leave related to the individual's institutional responsibilities?

4. Was tangible documentation available to allow determination that the purposes of the leave were fulfilled? Is such documentation accessible if requested?

5. In the absence of any tangible documentation, what evaluative criteria were used?

APPENDIX B

APPENDIX B

The stated purpose of each of the leaves in the sample and the corresponding institutional response to: "In what way was the purpose of the leave related to the individual's institutional responsibilities?"

University of Washington

- Research on new fluxes. Upgrade art skills.

  Faculty member primarily instructs students in metalworking art forms. Experiences in new fluxes to protect annealed silver, and perfection of art skills, can well be used in improving students' skills through instruction of these new techniques.

- Prepare for an invitational one-woman exhibition at the Museum of Contemporary Crafts in New York.

  The faculty member worked extensively in perfecting and producing ceramic and other medium sculptures for exhibition. Further, the faculty member travelled to Asian countries to research other craft forms. The improvement in artistic techniques and collection of slides of differing art forms will be useful in the teaching of the faculty member's courses on ceramic art.

- Work at Brookhaven Labs with Porphyrin Research Group.

  The faculty member learned new research techniques involving electron transfer and photovoltaic phenomena in porphyrin films; as well as gave lectures at various institutions including the University of Chicago, Princeton, Rutgers and the Rockefeller University. These expanded research abilities and lecture experiences will enable expanded and improved knowledge transmission to students in the classroom.

- Finish a book, The Art of Self-Postponement, Literature By and About Women in 19th Century England.

  The faculty member conducted research in the areas of her specialization, women in literature and Victorian literature, at several universities, including the Fawcett Library in London and the British Museum. The research resulted in the completion of the books which will expand the literature in the field. The information gathered will also be incorporated into the faculty member's courses on women in literature and Victorian courses.

- Finish project: "Goethe's Symbolism of Artistic Creativity: A Critical Study" for future book.

  Extensive research and professional writing on the faculty member's central research and instructional interest, Goethe and 18th Century German literature, conducted during the professional leave, will permit enriched information to be taught to students taking future courses from this faculty member. Publication of research conducted also enables a larger audiance to benefit from the knowledge gained during the leave.

- Continue research on albegraic topology.

  The faculty member traveled to Oxford, Cambridge, Bonn, London, and other European cities to confer and conduct research with mathematicians in his field. The research and exchange served to broaden the faculty member's knowledge of arithmetic topology, which information will be incorporated into the graduate courses taught. A textbook also resulted from research accumulated while on leave.

- Complete papers on moral and social philosophy.

  The faculty member spent the professional leave period doing research in the areas of his interest and in which he instructs. The information gathered from the eight scholarly papers completed or begun during the leave period will be particularly useful in expanding his courses in the areas of philosophy and ethnics.

- Prepare two papers on memory; attend research seminars on cognitive psychology and audit courses in human cognition, memory perception and statistics.

  The faculty member collaborated with colleagues at Stanford University in his fields of specialization: statistics, memory, and cognitive psychology. Besides completing two texts which will be used by students, information gathered on this professional leave will be assimilated into the faculty member's courses to make them more current.

- Continue work on scholarly book.

  The faculty member teaches courses in speech on rhetorical prerequisities, and other topics. During the professional leave, the faculty member did extensive research on this particular subject which will enrich his courses, as well as produced an extensive scholarly book which will expand knowledge in this area. Further, the research directions taken will expand the faculty member's ability to teach in the interdisciplinary humanities program at the University.

- Complete a series of studies designed to investigate the variability within a sample of learning disabled children and replicate studies internationally with comparable groups of children.

  The faculty member teaches courses in education of the learning disabled. The research conducted by the faculty member on learning disabilities will be incorporated into his courses, students will be given an opportunity to be involved in an established research program, and the new knowledge gathered on the abilities of the learning disabled child should lead to increased educational opportunities for such individuals.

- Carry out specific set of experiments applying engineering principles to information transmission in the visual system. Will provide new information for bio-engineering systems physiology courses.

  The new ideas and research approaches using dedicated interactive digital computers will be incorporated into present undergraduate courses on non-linear and linear systems anlaysis and Fortran computer programming, as well as in the graduate courses taught by the faculty member in Nueral Communication.

- Further study and exploration of possible applications of biochemistry to the prevention and solution of dental problems.

  The faculty member, on an International Fellowship, conducted research on adhesion processes in mussels and their biochemical origins. Information gathered from these investigations will become the basis for new courses on the fundamental principles of adhesion in biological systems, and their application to oral health.

- To work on a molecular basis of X-chromosome inactivation with Dr. A. Riggs at the City of Hope Medical Center.

  Collaborative research with faculty from other institutions resulted in new methods to isolate and characterize RNA which could be used as bases to develop clones. This discovery helped the faculty member gain added insights into the molecular technology which will be incorporated into his teaching programs.

- Compare clinical methodology developed in the Adult Development Program here with European Programs which have similar objectives. Study of human ethology. Completion of several manuscripts.

  Gaining knowledge of the teaching of psychiatry and behavioral medicine in other countries will expand and enrich the faculty member's courses taught at the University. Contacts made in Europe will facilitate the

recruitment of great scholars to the University to expand the instructional program at the UW. The expansion of international collaboration on research programs in these areas will further benefit students through increases in the field of knowledge.

- Study and completion of research on clients receiving social work service. Do a feasibility study for model of family therapy within social agency settings and delivery of service.

  The faculty member did research on social work treatment and did comparative analyses of child care systems in various different community settings, including Aboriginal communities in Australia. The information and knowledge gathered has been integrated into the faculty member's courses and has been used to expand the faculty member's research program.

Washington State University

- To teach and carry out research on agriculture and land and water resource development at the Taiwan NSF US-ROC Cooperative Science Program.

  The faculty member on leave has a research and teaching appointment in the College of Agriculture. His activities during the leave period are directly related to his assignments at Washington State. His research on soil erosion in Taiwan has relevance to the soil erosion problem in the Palouse area of Washington and Idaho.

- To increase knowledge of biochemistry necessary to teach and carry out research on the brain biochemical bases of learning and memory; to prepare research for publication and organize future research to permit applications for extramural funding; and to participate in the First World Congress in Etiology in Spain.

  The applicant teaches and does research in the areas covered in leave period.

- To study the techniques of teaching design in ECPD accredited universities by on-site visits and correspondence; to assess the design capabilities desired by industry' and to compare the results of the two studies and draft a report showing relationships between this supply and demand situation.

  The faculty member teaches and does research in industrial design, which was the focus of his leave activity. His leave involved research, and it will provide useful information for use in instruction.

- To conduct research in New Zealand on the pathogenesis and diagnosis of Clostridium botulinum; to study methods used in New Zealand for diagnosing the various Clostridial diseases of animals.

  The faculty member teaches in the College of Veterinary Medicine and does research in the same areas mentioned in his application, so the leave reinforced his functions as a faculty member at this institution.

- To complete for publication a study of the role of one segment of the press in the Czechoslovak reform movement of 1968 and an article on the Slavic philosophy of Karel Havlicek, the founder of modern Czechoslovak journalism; to continue work on a full biography of Havlicek.

  The faculty member teaches and does research in the field covered in the application, so his leave activities were directly related to his institutional responsibilities.

- To collaborate with Dr. Lytle at the Boeing Company in Seattle: in the use of facilities at the Stanford Synchrotron Radiation Laboratory, to measure the x-ray absorption spectra of matter in both the solid and liquid state; in the use of analysis of the extended x-ray absorption fine structure and near edge absorption features to determine the structural environment and chemical state of atoms in the materials; and in the development of techniques for time resolving the structure information for dynamic systems, and for optical detection of the x-ray interaction with matter.

  The applicant teaches and does research in the areas covered during the leave and his experiences during that period will be beneficial to him as an instructor and researcher in his discipline. The collaboration between the two scientists is continuing and will benefit the faculty member, his department, and the University.

- To write four articles about university art museum administration, programming, facility design and utilization, and long-term development, based on a comparative study of ten university art museums in seven western states, including that at Washington State University.

  Leave was cancelled because the person resigned.

- Continuation of 1978 leave.

  The applicant has a teaching and research appointment, which is directly related to the purposes of the leave.

- Continuation of 1978 leave.

  The person teaches in physical education and coaches the men's gymnastics team. The leave activities were directly related to his functions at Washington State University.

Central Washington University

- Leave granted to continue research on the geographic interpretation of history and to extend research to include geopolitics. The first six months were at the University of Munich and the remainder were at the University of Oxford.

  The professor conducted research at the Bavarian State Library at Munich and at the University of Oxford on the inter-relationship of geography and history. The faculty member is a professor of history and a sometimes professor of historical geography.

- Leave granted to study and gain experience in the field of clinical microbiology to improve expertise in this area and to broaden perspectives in the field of microbiology. Studies were conducted in the Department of Laboratory Medicine and Microbiology at the University of Washington.

  The faculty member teaches Microbiology and is Director of the Medical Technology Program. The opportunity to study broadened his expertise in microbiology and provided knowledge and teaching materials needed to present courses which better prepare students for professional training or employment in the clinical lab. Being in a hospital environment provided insights which will aid in directing the Medical Technology Program at Central.

Eastern Washington University

- The purpose of the leave was to work with a planning group, under the auspices of the Carnegie Corporation, to bring together leadership groups from the different political and social factions in South Africia. The leavee is a psychologist and a recognized expert in conflict and problem solving.

  The project, which was concerned with intergroup relations as they bore on the racial problems of South Africia, brought the applicant into contract with the bio-physical technology in use at the Instrumentation Laboratories, Microchemical Division. It has greatly enhanced his teaching usefulness at this institution and led directly to the creation of a new course entitled "Adult Personality."

- The purpose of the leave was to establish a theoretical explanation of the efficiency of the alternating basis algorithm. The leavee was granted a visiting scholar position at the University of Texas to work with the inventor of the algorithm. The leavee teaches and publishes in the field of Mathematics and Computer Science.

  The applicant is to play a leading role in the development of new courses in the area of computer applications undertaken by this university's Department of Mathematics and supported by the School of Business.

- The purpose of the leave was to refine results concerning the concept of trajectory in dynamical polysystems and prepare for publication an article entitled "On the Existence of Trajectories in Topological Polysystems." The leavee is an instructor in the Mathematics Department.

  The applicant is one of two members of the Mathematics Department primarily concerned with the field of topology. The project in question involved a development and sharpening of his own analytical powers in such a way as to make him of great service to his advanced students.

The Evergreen State College

- Studies in plant taxonomy and techniques in plant ecology; prepare several scientific papers.

  The particular research problem originated out of some of the academic work which the applicant carried out during 1975-76. The results of this research will be used in this faculty member's teaching activities during 1980-81.

Western Washington University

- To continue background research for a study of Geraldine Jewsbury as a novelist of reform.

  This professor teaches English and her leave was to research the development of the novel, so enhances her research and teaching capabilities.

- To investigate use of organocobalt (III) complexes in organic synthesis.

  The professor teaches chemistry. Doing research with a leader in the field of organo-metallic chemistry enhances both his research skills and his laboratory teaching skills.

Bellevue Community College

- Study, research and creative activities for the enhancement of the institution's instructional and research programs.

  The particular individual teaches in the sociology area and his leave involved the study and research of many sociological aspects of our current American culture.

Clark College

- Purpose of leave to study in London for one year researching museums and libraries for new perspectives for classes thereby giving the College more to offer the students.

  Professional development to enrich the offerings to the students enrolled in history at Clark College.

District V - Edmonds/Everett Community Colleges

- All leaves were granted as professional leaves for individual advancement and improvement in the academic employee's discipline.

  The recipient of the leave is an instructor in the electronics field. The purpose of the leave was to pursue advanced studies in the discipline and field experience.

Highline Community College

- Designing a cost accounting system for a local contracting firm; spending time in an accounting office actually doing some auditing, management advisory services, and tax work; continued participation in professional development seminars and maintaining various committee assignments with the American Accounting Association and the Washington Society of Certified Public Accountants.

  The instructor teaches accounting classes. The leave allowed her to work in applied accounting in the private sector. The College believes practical experience to be very valuable for faculty engaged in occupational programs.

Peninsula College

- (1) Updating in the areas of teaching assignments; (2) Developing a background which would be useful for curriculum improvement; (3) Becoming familiar with problems of the transfer student; (4) Becoming aware of the activities of state, federal, and industrial chemistry labs in the Greater Seattle area.

  The individual teaches chemistry at the college. His sabbatical activities were in the chemistry area and in the study of computer-related instruction.

Shoreline Community College

- To broaden knowledge of mathematics, particularly in the area of statistics and in the area of the application of mathematics to other fields.

  This sabbatical leave provided the recipient with knowledge and insights which should greatly improve her effectiveness as a mathematics teacher.

Tacoma Community College

- (a) Experience gained will make it possible for faculty member to pass on to business and accounting students a greater degree of realism. (b) Faculty member will be better qualified to teach in such areas as auditing and tax where practical application is imperative for worthwhile instruction. (c) This time is applicable for vocational certification which requires two years of accounting experience for all accounting instructors. (d) CPA requirements will be met upon completion of one year's public accounting experience and upon obtaining a passing score in the auditing portion of the CPA exam. This distinction brings an element of prestige to TCC and adds to the credibility of the instruction.

  He is now employed as the College Business Manager. The experience gained during leave is applicable to many facets of the business affairs of the College. Should the individual return to classroom instruction, those items outlined above under "purpose" would be applicable.

APPENDIX C

STATE OF WASHINGTON

REPORT NO. 80-3

COUNCIL FOR POSTSECONDARY EDUCATION

PROFESSIONAL LEAVE

Fiscal 1979

Washington Public Colleges and Universities

October, 1979

Project Officer:

Jackie M. Johnson

Introduction

This is the second annual report to the Legislature in response to the provisions of RCW 28B.10.650 (see Appendix 1 for the text of the statute). The Council for Postsecondary Education is required to collect and report information necessary to determine compliance with the law regarding professional leave activity in the two and four-year institutions.

The Council's first report, Professional Leave, Fiscal, 1978, Washington Public Colleges and Universities (Report No. 79-2), contains the reporting form employed and a relevant attorney general's opinion, and offers descriptive information concerning fiscal 1978 professional leave activity at each institution. Report No. 79-2 is available upon request for those who wish further information on the subject.

Legal Issues

Professional leaves for fiscal 1978 were granted both before and after the effective date of the legislation (July 1, 1977) requiring a distinction among leaves and/or replacement costs subject to the provisions of the law and those resulting from contractual agreements entered into before July 1, 1977.

Within the community college system, existing multi-year negotiated labor contracts took precedence over the provisions of RCW 28B.10.650 until their termination date. Written advice from Assistant Attorneys General also stated that since negotiated agreements did not specifically address replacement personnel, it was correct for institutions to continue contracting for necessary replacements for the duration of the existing agreement based on past practices.

Fiscal 1979 professional leave activity at Shoreline Community College is still governed by a three-year, multi-year contact which terminated August 15, 1978. As a result of the agreement, total cost of remuneration and replacement costs exceeded 100 percent of salaries that otherwise would have been paid.

Amending legislation (Appendix 2) was passed during the 1979 regular session, effective June 7, 1979, which modifies the allowable aggregate cost of professional leaves at a community college district to one hundred fifty percent of the cost of salaries which otherwise would have been paid to personnel on leave. The allowable aggregate cost of professional leaves at the four-year institutions remains one hundred percent of the cost of salaries which otherwise would have otherwise been paid. While this amending legislation does not affect leaves granted for fiscal 1979, it will be pertinent to leave activity in fiscal 1980.

Fiscal 1979 Professional Leaves

All institutions reported the necessary information concerning their professional leave programs to the Council, and a summary table of institutional detail appears on Page 34.

Two salaries at Washington State University were not reduced to meet the average of the upper quartile. The first was as a result of a late change in leave plans for which the institution did not realize the implication of full salary as opposed to half salary. In the second instance, the salary increment was not known at the time leaves were

afforded and the leave remuneration was not reduced after the 1978-79 salary increments were awarded.

One leave at The Evergreen State College is the continuation of a contracted agreement made before July 1, 1977, thereby not subject to the provisions of the law. The cost difference is wholly associated with this leave and all leaves subject to the provisions of the law are in compliance.

As stated earlier, the 1979 program at Shoreline Community College is in accordance with the provisions of a pre-existing labor contract. In addition, Big Bend and Peninsula Colleges incurred costs associated with their professional leave program. However, both institutions are exempt from aggregate cost limitations since they have fewer than 75 full-time faculty and granted fewer than 3 leaves.

Professional Leaves
Public Two and Four-Year Institutions
Fiscal 1979

Institution	FTE Staff Leaves	Percent of Eligible FTE's	Total Leave Remuneration	Total Replacement Costs	Total Program Costs	Contract Salaries*	Difference
University of Washington	58.00	1.8	1,285,084	445,677	1,730,761	1,843,723	(112,962)
Washington State University	30.54	2.0	696,619	75,693	772,312	872,266	(99,954)
Central Washington University	10.30	3.1	213,811	4,848	218,659	293,244	(74,585)
Eastern Washington University	8.85	2.1	181,698	14,040	195,738	232,113	(36,375)
The Evergreen State College	5.60	3.7	157,402	48,300	205,702	178,290	27,412**
Western Washington University	10.54	1.9	207,745	0	207,745	280,138	(72,393)
Four-Year Institutions Subtotal	123.83		2,742,359	588,558	3,330,917	3,699,774	(368,857)
Bellevue Community College	2.50	1.1	39,592	26,465	66,057	66,120	(63)
Big Bend Community College	1.25	1.4	15,827	27,054	42,881	34,297	8,584**
Centralia College/Olympia Technical Community College	----------	----------	----------	No Leaves	----------	----------	----------
Clark College	2.25	2.0	28,882	7,237	36,119	57,764	(21,645)
Columbia Basin Community College	.25	.2	5,665	419	6,084	6,084	0
Everett/Edmonds Community Colleges	4.50	2.1	58,800	36,241	95,041	108,615	(13,574)
Fort Steilacoom Community College	.75	.5	11,475	5,251	16,726	18,000	(1,274)
Grays Harbor College	.75	1.5	12,571	1,117	13,688	18,876	(5,188)
Green River Community College	1.50	1.0	16,204	20,065	36,269	36,269	0
Highline Community College	4.50	3.5	59,890	57,278	117,168	123,721	(6,553)
Lower Columbia College	----------	----------	----------	No Leaves	----------	----------	----------
Olympic Community College	1.25	1.0	23,317	4,984	28,301	31,090	(2,789)
Peninsula College	.75	1.2	20,736	14,976	35,712	20,736	14,976**
Seattle (District 6)	3.25	.9	41,271	50,259	91,530	91,780	(250)
Shoreline Community College	4.25	2.0	82,801	53,378	136,179	115,000	21,179**
Skagit Valley College	----------	----------	----------	No Leaves	----------	----------	----------
Spokane (District 17)	2.25	.7	34,175	13,965	48,140	56,960	(8,820)
Tacoma Community College	1.25	.9	27,880	8,015	35,895	37,174	(1,279)
Walla Walla Community College	----------	----------	----------	No Leaves	----------	----------	----------
Wenatchee Valley College	1.50	2.0	23,000	12,195	35,195	39,210	(4,015)
Whatcom Community College	.25	.6	4,331	0	4,331	5,775	(1,444)
Yakima Valley College	1.70	1.3	16.360	9,500	25,860	32,720	(6,860)
Community Colleges Subtotal	34.70		522,777	348,399	871,176	900,191	(29,015)
Total	158.53		3,265,136	936,457	4,202,093	4,599,965	(397,872)

* Total salaries which would otherwise have been paid to persons on leave.

** Evergreen State College, prior authorized leave; Shoreline, in accordance with existing labor contract; Big Bend and Peninsula, exempt under small school provision.

28B.10.650 Remunerated professional leaves for faculty members of universities, state colleges and community colleges——Conditions (as amended by 1977 1st ex.s. c 173). It is the intent of the legislature that when the state universities, state colleges, and community colleges grant professional leaves to faculty and exempt staff, such leaves be for the purpose of providing opportunities for study, research, and creative activities for the enhancement of the institution's instructional and research programs.

The boards of regents of the state universities, the boards of trustees of the state colleges and the board of trustees of each community college district may grant remunerated professional leaves to faculty members and exempt staff, as defined in RCW 28B.16.040, in accordance with regulations adopted by the respective governing boards for periods not to exceed twelve consecutive months in accordance with the following provisions:

(1) The remuneration from state general funds and general local funds for any such leave granted for any academic year shall not exceed the average of the highest quartile of a rank order of salaries of all full time teaching faculty holding academic year contracts or appointments at the institution or in the district.

(2) Remunerated professional leaves for a period of more or less than an academic year shall be compensated at rates not to exceed a proportional amount of the average salary as otherwise calculated for the purposes of subsection (1) hereof.

(3) The grant of any such professional leave shall be contingent upon a signed contractual agreement between the respective governing board and the recipient providing that the recipient shall return to the granting institution or district following his or her completion of such leave and serve in a professional status for a period commensurate with the amount of leave so granted. Failure to comply with the provisions of such signed agreement shall constitute an obligation of the recipient to repay to the institution any remuneration received from the institution during the leave.

(4) The aggregate cost of remunerated professional leaves awarded at the institution or district during any year, including the cost of replacement personnel, shall not exceed the cost of salaries which otherwise would have been paid to personnel on leaves: *Provided*, That this subsection shall not apply to any community college district with fewer than seventy-five full time faculty members and granting fewer than three individuals such leaves in any given year.

(5) The average number of annual remunerated professional leaves awarded at any such institution or district shall not exceed four percent of the total number of full time equivalent faculty, as defined by the office of program planning and fiscal management, who are engaged in instruction, and exempt staff as defined in RCW 28B.16.040.

(6) Negotiated agreements made in accordance with chapter 28B.52 RCW and entered into after the effective date of this 1977 amendatory act shall be in conformance with the provisions of this section.

(7) The respective institutions and districts shall annually report to the council for postsecondary education such information as the council deems necessary to determine compliance with the provisions of this section and the council for postsecondary education shall periodically report such information to the legislature. [1977 1st ex.s. c 173 § 1; 1969 ex.s. c 223 § 28B.10.650. Prior: 1959 c 155 § 1. Formerly RCW 28.76.400.]

Reviser's note: (1) "office of program planning and fiscal management" redesignated as "office of financial management" by 1977 1st ex.s. c 114. See RCW 43.41.035.

(2) "the effective date of this 1977 amendatory act", see note following.

Effective date——1977 1st ex.s. c 173: "This act shall take effect on July 1, 1977." [1977 1st ex.s. c 173 § 4.]

Reviser's note: 1977 1st ex.s. c 173 § 4, not containing an emergency clause in said effective date section, would take effect ninety days after adjournment sine die or September 21, 1977.

Severability——1977 1st ex.s. c 173: "If any provision of this 1977 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected." [1977 1st ex.s. c 173 § 3.]

The above annotations apply to RCW 28B.10.650 and 28B.50.551.

Reviser's note: RCW 28B.10.650 was amended twice during the 1977 first extraordinary session of the legislature, each without reference to the other.

For rule of construction concerning sections amended more than once at any session of the same legislature, see RCW 1.12.025.

APPENDIX 2

Section 1, Subsection 4 of the law has been amended effective June 7, 1979 as follows:

> "(4) The aggregate cost of remunerated professional leaves awarded at the institution or district during any year, including the cost of replacement personnel, shall not exceed the cost of salaries which otherwise would have been paid to personnel on leaves: PROVIDED, That for community college districts the aggregate cost shall not exceed one hundred fifty percent of the cost of salaries which would otherwise been paid to personnel on leaves: PROVIDED FURTHER, That this subsection shall not apply to any community college district with fewer than seventy-five full-time faculty members and granting fewer than three individual such leaves in any given year."